

105TH CONGRESS
1ST SESSION

H. R. 2614

IN THE SENATE OF THE UNITED STATES

NOVEMBER 9, 1997

Received; read twice and referred to the Committee on Labor and Human
Resources

AN ACT

To improve the reading and literacy skills of children and families by improving in-service instructional practices for teachers who teach reading, to stimulate the development of more high-quality family literacy programs, to support extended learning-time opportunities for children, to ensure that children can read well and independently not later than third grade, and for other purposes.

1 *Be it enacted by the Senate and House of Representa-*
2 *tives of the United States of America in Congress assembled,*

3 **SECTION 1. SHORT TITLE.**

4 This Act may be cited as the “Reading Excellence
5 Act”.

1 **TITLE I—READING GRANTS**

2 **SEC. 101. AMENDMENT TO ESEA FOR READING GRANTS.**

3 The Elementary and Secondary Education Act of
4 1965 (20 U.S.C. 6301 et seq.) is amended by adding at
5 the end the following:

6 **“TITLE XV—READING GRANTS**

7 **“SEC. 15101. PURPOSE.**

8 “The purposes of this title are as follows:

9 “(1) To teach every child to read in their early
10 childhood years—

11 “(A) as soon as they are ready to read; or

12 “(B) as soon as possible once they enter
13 school, but not later than 3d grade.

14 “(2) To improve the reading skills of students,
15 and the in-service instructional practices for teachers
16 who teach reading, through the use of findings from
17 reliable, replicable research on reading, including
18 phonics.

19 “(3) To expand the number of high-quality
20 family literacy programs.

21 “(4) To reduce the number of children who are
22 inappropriately referred to special education due to
23 reading difficulties.

24 **“SEC. 15102. DEFINITIONS.**

25 “For purposes of this title:

1 “(1) ELIGIBLE PROFESSIONAL DEVELOPMENT
2 PROVIDER.—The term ‘eligible professional develop-
3 ment provider’ means a provider of professional de-
4 velopment in reading instruction to teachers that is
5 based on reliable, replicable research on reading.

6 “(2) ELIGIBLE RESEARCH INSTITUTION.—The
7 term ‘eligible research institution’ means an institu-
8 tion of higher education at which reliable, replicable
9 research on reading has been conducted.

10 “(3) FAMILY LITERACY SERVICES.—The term
11 ‘family literacy services’ means services provided to
12 participants on a voluntary basis that are of suffi-
13 cient intensity in terms of hours, and of sufficient
14 duration, to make sustainable changes in a family
15 (such as eliminating or reducing welfare depend-
16 ency) and that integrate all of the following activi-
17 ties:

18 “(A) Interactive literacy activities between
19 parents and their children.

20 “(B) Equipping parents to partner with
21 their children in learning.

22 “(C) Parent literacy training, including
23 training that contributes to economic self-suffi-
24 ciency.

1 “(D) Appropriate instruction for children
2 of parents receiving parent literacy services.

3 “(4) READING.—The term ‘reading’ means the
4 process of comprehending the meaning of written
5 text by depending on—

6 “(A) the ability to use phonics skills, that
7 is, knowledge of letters and sounds, to decode
8 printed words quickly and effortlessly, both si-
9 lently and aloud;

10 “(B) the ability to use previously learned
11 strategies for reading comprehension; and

12 “(C) the ability to think critically about
13 the meaning, message, and aesthetic value of
14 the text.

15 “(5) READING READINESS.—The term ‘reading
16 readiness’ means activities that—

17 “(A) provide experience and opportunity
18 for language development;

19 “(B) create appreciation of the written
20 word;

21 “(C) develop an awareness of printed lan-
22 guage, the alphabet, and phonemic awareness;
23 and

1 “(D) develop an understanding that spo-
 2 ken and written language is made up of pho-
 3 nemes, syllables, and words.

4 “(6) RELIABLE, REPLICABLE RESEARCH.—The
 5 term ‘reliable, replicable research’ means objective,
 6 valid, scientific studies that—

7 “(A) include rigorously defined samples of
 8 subjects that are sufficiently large and rep-
 9 resentative to support the general conclusions
 10 drawn;

11 “(B) rely on measurements that meet es-
 12 tablished standards of reliability and validity;

13 “(C) test competing theories, where mul-
 14 tiple theories exist;

15 “(D) are subjected to peer review before
 16 their results are published; and

17 “(E) discover effective strategies for im-
 18 proving reading skills.

19 **“SEC. 15103. GRANTS TO READING AND LITERACY PART-**
 20 **NERSHIPS.**

21 “(a) PROGRAM AUTHORIZED.—The Secretary may
 22 make grants on a competitive basis to reading and literacy
 23 partnerships for the purpose of permitting such partner-
 24 ships to make subgrants under sections 15104 and 15105.

25 “(b) READING AND LITERACY PARTNERSHIPS.—

1 “(1) COMPOSITION.—

2 “(A) REQUIRED PARTICIPANTS.—In order
3 to receive a grant under this section, a State
4 shall establish a reading and literacy partner-
5 ship consisting of at least the following partici-
6 pants:

7 “(i) The Governor of the State.

8 “(ii) The chief State school officer.

9 “(iii) The chairman and the ranking
10 member of each committee of the State
11 legislature that is responsible for education
12 policy.

13 “(iv) A representative, selected jointly
14 by the Governor and the chief State school
15 officer, of at least 1 local educational agen-
16 cy that has at least 1 school that is identi-
17 fied for school improvement under section
18 1116(c) in the geographic area served by
19 the agency.

20 “(v) A representative, selected jointly
21 by the Governor and the chief State school
22 officer, of a community-based organization
23 working with children to improve their
24 reading skills, particularly a community-
25 based organization using volunteers.

1 “(B) OPTIONAL PARTICIPANTS.—A read-
2 ing and literacy partnership may include addi-
3 tional participants, who shall be selected jointly
4 by the Governor and the chief State school offi-
5 cer, which may include—

6 “(i) State directors of appropriate
7 Federal or State programs with a strong
8 reading component;

9 “(ii) a parent of a public or private
10 school student or a parent who educates
11 their child or children in their home;

12 “(iii) a teacher who teaches reading;
13 or

14 “(iv) a representative of (I) an insti-
15 tution of higher education operating a pro-
16 gram of teacher preparation in the State;
17 (II) a local educational agency; (III) an eli-
18 gible research institution; (IV) a private
19 nonprofit or for-profit eligible professional
20 development provider providing instruction
21 based on reliable, replicable research on
22 reading; (V) a family literacy service pro-
23 vider; (VI) an adult education provider;
24 (VII) a volunteer organization that is in-
25 volved in reading programs; or (VIII) a

1 school or a public library that offers read-
2 ing or literacy programs for children or
3 families.

4 “(2) AGREEMENT.—The contractual agreement
5 that establishes a reading and literacy partnership—

6 “(A) shall specify—

7 “(i) the nature and extent of the asso-
8 ciation among the participants referred to
9 in paragraph (1); and

10 “(ii) the roles and duties of each such
11 participant; and

12 “(B) shall remain in effect during the en-
13 tire grant period proposed in the partnership’s
14 grant application under subsection (e).

15 “(3) FUNCTIONS.—Each reading and literacy
16 partnership for a State shall prepare and submit an
17 application under subsection (e) and, if the partner-
18 ship receives a grant under this section—

19 “(A) shall solicit applications for, and
20 award, subgrants under sections 15104 and
21 15105;

22 “(B) shall oversee the performance of the
23 subgrants and submit performance reports in
24 accordance with subsection (h);

1 “(C) if sufficient grant funds are available
2 under this title—

3 “(i) work to enhance the capacity of
4 agencies in the State to disseminate reli-
5 able, replicable research on reading to
6 schools, classrooms, and providers of early
7 education and child care;

8 “(ii) facilitate the provision of tech-
9 nical assistance to subgrantees under sec-
10 tions 15104 and 15105 by providing them
11 information about technical assistance pro-
12 viders; and

13 “(iii) build on, and promote coordina-
14 tion among, literacy programs in the State,
15 in order to increase their effectiveness and
16 to avoid duplication of their efforts; and

17 “(D) shall ensure that each local edu-
18 cational agency to which the partnership makes
19 a subgrant under section 15104 makes avail-
20 able, upon request and in an understandable
21 and uniform format, to any parent of a student
22 attending any school selected under section
23 15104(a)(2) in the geographic area served by
24 the agency, information regarding the qualifica-

1 tions of the student’s classroom teacher to pro-
2 vide instruction in reading.

3 “(4) FISCAL AGENT.—The State educational
4 agency shall act as the fiscal agent for the reading
5 and literacy partnership for the purposes of receipt
6 of funds from the Secretary, disbursement of funds
7 to subgrantees under sections 15104 and 15105,
8 and accounting for such funds.

9 “(c) PRE-EXISTING PARTNERSHIP.—If, before the
10 date of the enactment of the Reading Excellence Act, a
11 State established a consortium, partnership, or any other
12 similar body, that includes the Governor and the chief
13 State school officer and has, as a central part of its mis-
14 sion, the promotion of literacy for children in their early
15 childhood years through the 3d grade, but that does not
16 satisfy the requirements of subsection (b)(1), the State
17 may elect to treat that consortium, partnership, or body
18 as the reading and literacy partnership for the State not-
19 withstanding such subsection, and it shall be considered
20 a reading and literacy partnership for purposes of the
21 other provisions of this title.

22 “(d) MULTI-STATE PARTNERSHIP ARRANGE-
23 MENTS.—A reading and literacy partnership that satisfies
24 the requirements of subsection (b) may join with other
25 such partnerships in other States to develop a single appli-

1 cation that satisfies the requirements of subsection (e) and
2 identifies which State educational agency, from among the
3 States joining, shall act as the fiscal agent for the multi-
4 State arrangement. For purposes of the other provisions
5 of this title, any such multi-State arrangement shall be
6 considered to be a reading and literacy partnership.

7 “(e) APPLICATIONS.—A reading and literacy partner-
8 ship that desires to receive a grant under this section shall
9 submit an application to the Secretary at such time, in
10 such manner, and including such information as the Sec-
11 retary may require. The application—

12 “(1) shall describe how the partnership will en-
13 sure that 95 percent of the grant funds are used to
14 make subgrants under sections 15104 and 15105;

15 “(2) shall be integrated, to the maximum extent
16 possible, with State plans and programs under this
17 Act, the Individuals with Disabilities Education Act,
18 and, to the extent appropriate, the Adult Education
19 Act;

20 “(3) shall describe how the partnership will en-
21 sure that professional development funds available at
22 the State and local levels are used effectively to im-
23 prove instructional practices for reading and are
24 based on reliable, replicable research on reading;

25 “(4) shall describe—

1 “(A) the contractual agreement that estab-
2 lishes the partnership, including at least the ele-
3 ments of the agreement referred to in sub-
4 section (b)(2);

5 “(B) how the partnership will assess, on a
6 regular basis, the extent to which the activities
7 undertaken by the partnership and the partner-
8 ship’s subgrantees under this title have been ef-
9 fective in achieving the purposes of this title;

10 “(C) what evaluation instruments the part-
11 nership will use to determine the success of
12 local educational agencies to whom subgrants
13 under sections 15104 and 15105 are made in
14 achieving the purposes of this title;

15 “(D) how subgrants made by the partner-
16 ship under such sections will meet the require-
17 ments of this title, including how the partner-
18 ship will ensure that subgrantees will use prac-
19 tices based on reliable, replicable research on
20 reading; and

21 “(E) how the partnership will, to the ex-
22 tent practicable, make grants to subgrantees in
23 both rural and urban areas;

1 “(5) shall include an assurance that each local
2 educational agency to whom the partnership makes
3 a subgrant under section 15104—

4 “(A) will carry out family literacy pro-
5 grams based on the Even Start family literacy
6 model authorized under part B of title I to en-
7 able parents to be their child’s first and most
8 important teacher, and will make payments for
9 the receipt of technical assistance for the devel-
10 opment of such programs;

11 “(B) will carry out programs to assist
12 those kindergarten students who are not ready
13 for the transition to 1st grade, particularly stu-
14 dents experiencing difficulty with reading skills;

15 “(C) will use supervised individuals (in-
16 cluding tutors), who have been appropriately
17 trained using reliable, replicable research on
18 reading, to provide additional support, before
19 school, after school, on weekends, during non-
20 instructional periods of the school day, or dur-
21 ing the summer, for students in grades 1
22 through 3 who are experiencing difficulty read-
23 ing; and

24 “(D) will carry out professional develop-
25 ment for the classroom teacher and other ap-

1 appropriate teaching staff on the teaching of read-
2 ing based on reliable, replicable research on
3 reading; and

4 “(6) shall describe how the partnership—

5 “(A) will ensure that a portion of the
6 grant funds that the partnership receives in
7 each fiscal year will be used to make subgrants
8 under section 15105; and

9 “(B) will make local educational agencies
10 described in section 15105(a)(1) aware of the
11 availability of such subgrants.

12 “(f) PEER REVIEW PANEL.—

13 “(1) COMPOSITION OF PEER REVIEW PANEL.—

14 “(A) IN GENERAL.—The National Insti-
15 tute for Literacy, in consultation with the Na-
16 tional Research Council of the National Acad-
17 emy of Sciences, the National Institute of Child
18 Health and Human Development, and the Sec-
19 retary, shall convene a panel to evaluate appli-
20 cations under this section. At a minimum the
21 panel shall include representatives of the Na-
22 tional Institute for Literacy, the National Re-
23 search Council of the National Academy of
24 Sciences, the National Institute of Child Health
25 and Human Development, and the Secretary.

1 “(B) EXPERTS.—The panel shall include
2 experts who are competent, by virtue of their
3 training, expertise, or experience, to evaluate
4 applications under this section, and experts who
5 provide professional development to teachers of
6 reading to children and adults, based on reli-
7 able, replicable research on reading.

8 “(C) LIMITATION.—Not more than $\frac{1}{3}$ of
9 the panel may be composed of individuals who
10 are employees of the Federal Government.

11 “(2) PAYMENT OF FEES AND EXPENSES OF
12 CERTAIN MEMBERS.—The Secretary shall use funds
13 reserved under section 15109(b)(2) to pay the ex-
14 penses and fees of panel members who are not em-
15 ployees of the Federal Government.

16 “(3) DUTIES OF PANEL.—

17 “(A) MODEL APPLICATION FORMS.—The
18 peer review panel shall develop a model applica-
19 tion form for reading and literacy partnerships
20 desiring to apply for a grant under this section.
21 The peer review panel shall submit the model
22 application form to the Secretary for final ap-
23 proval.

24 “(B) SELECTION OF APPLICATIONS.—

25 “(i) RECOMMENDATIONS OF PANEL.—

1 “(I) IN GENERAL.—The Sec-
2 retary shall receive grant applications
3 from reading and literacy partnerships
4 under this section and shall provide
5 the applications to the peer review
6 panel for evaluation. With respect to
7 each application, the peer review panel
8 shall initially recommend the applica-
9 tion for funding or for disapproval.

10 “(II) PRIORITY.—In recommend-
11 ing applications to the Secretary, the
12 panel shall give priority to applica-
13 tions from States that have modified,
14 are modifying, or provide an assur-
15 ance that not later than 1 year after
16 receiving a grant under this section
17 the State will modify, State teacher
18 certification in the area of reading to
19 reflect reliable, replicable research, ex-
20 cept that nothing in this Act shall be
21 construed to establish a national sys-
22 tem of teacher certification.

23 “(III) RANKING OF APPLICA-
24 TIONS.—With respect to each applica-
25 tion recommended for funding, the

1 panel shall assign the application a
2 rank, relative to other recommended
3 applications, based on the priority de-
4 scribed in subclause (II), the extent to
5 which the application furthers the
6 purposes of this part, and the overall
7 quality of the application.

8 “(IV) RECOMMENDATION OF
9 AMOUNT.—With respect to each appli-
10 cation recommended for funding, the
11 panel shall make a recommendation to
12 the Secretary with respect to the
13 amount of the grant that should be
14 made.

15 “(ii) SECRETARIAL SELECTION.—

16 “(I) IN GENERAL.—Subject to
17 clause (iii), the Secretary shall deter-
18 mine, based on the peer review panel’s
19 recommendations, which applications
20 from reading and literacy partnerships
21 shall receive funding and the amounts
22 of such grants. In determining grant
23 amounts, the Secretary shall take into
24 account the total amount of funds
25 available for all grants under this sec-

1 tion and the types of activities pro-
2 posed to be carried out by the part-
3 nership.

4 “(II) EFFECT OF RANKING BY
5 PANEL.—In making grants under this
6 section, the Secretary shall select ap-
7 plications according to the ranking of
8 the applications by the peer review
9 panel, except in cases where the Sec-
10 retary determines, for good cause,
11 that a variation from that order is ap-
12 propriate.

13 “(iii) MINIMUM GRANT AMOUNTS.—
14 Each reading and literacy partnership se-
15 lected to receive a grant under this section
16 shall receive an amount for each fiscal year
17 that is not less than \$100,000.

18 “(g) LIMITATION ON ADMINISTRATIVE EXPENSES.—
19 A reading and literacy partnership that receives a grant
20 under this section may use not more than 3 percent of
21 the grant funds for administrative costs.

22 “(h) REPORTING.—

23 “(1) IN GENERAL.—A reading and literacy
24 partnership that receives a grant under this section
25 shall submit performance reports to the Secretary

1 pursuant to a schedule to be determined by the Sec-
 2 retary, but not more frequently than annually. Such
 3 reports shall include—

4 “(A) the results of use of the evaluation in-
 5 struments referred to in subsection (e)(4)(C);

6 “(B) the process used to select sub-
 7 grantees;

8 “(C) a description of the subgrantees re-
 9 ceiving funds under this title; and

10 “(D) with respect to subgrants under sec-
 11 tion 15104, the model or models of reading in-
 12 struction, based on reliable, replicable research
 13 on reading, selected by subgrantees.

14 “(2) PROVISION TO PEER REVIEW PANEL.—The
 15 Secretary shall provide the reports submitted under
 16 paragraph (1) to the peer review panel convened
 17 under subsection (f). The panel shall use such re-
 18 ports in recommending applications for funding
 19 under this section.

20 **“SEC. 15104. LOCAL READING IMPROVEMENT SUBGRANTS.**

21 “(a) IN GENERAL.—

22 “(1) SUBGRANTS.—A reading and literacy part-
 23 nership that receives a grant under section 15103
 24 shall make subgrants, on a competitive basis, to
 25 local educational agencies that have at least 1 school

1 that is identified for school improvement under sec-
2 tion 1116(c) in the geographic area served by the
3 agency.

4 “(2) ROLE OF LOCAL EDUCATIONAL AGEN-
5 CIES.—A local educational agency that receives a
6 subgrant under this section shall use the subgrant in
7 a manner consistent with this section to advance re-
8 form of reading instruction in any school selected by
9 the agency that—

10 “(A) is identified for school improvement
11 under section 1116(c) at the time the agency
12 receives the subgrant; and

13 “(B) has a contractual association with 1
14 or more community-based organizations that
15 have established a record of effectiveness with
16 respect to reading readiness, reading instruction
17 for children in kindergarten through 3d grade,
18 and early childhood literacy.

19 “(b) GRANT PERIOD.—A subgrant under this section
20 shall be for a period of 3 years and may not be revoked
21 or terminated on the ground that a school ceases, during
22 the grant period, to be identified for school improvement
23 under section 1116(c).

24 “(c) APPLICATIONS.—A local educational agency that
25 desires to receive a subgrant under this section shall sub-

1 mit an application to the reading and literacy partnership
2 at such time, in such manner, and including such informa-
3 tion as the partnership may require. The application—

4 “(1) shall describe how the local educational
5 agency will work with schools selected by the agency
6 under subsection (a)(2) to select 1 or more models
7 of reading instruction, developed using reliable,
8 replicable research on reading, as a model for imple-
9 menting and improving reading instruction by all
10 teachers and for all children in each of the schools
11 selected by the agency under such subsection and,
12 where appropriate, their parents;

13 “(2) shall select 1 or more models described in
14 paragraph (1), for the purpose described in such
15 paragraph, and shall describe each such selected
16 model;

17 “(3) shall demonstrate that a person respon-
18 sible for the development of each such model, or a
19 person with experience or expertise about such
20 model and its implementation, has agreed to work
21 with the applicant in connection with such imple-
22 mentation and improvement efforts;

23 “(4) shall describe—

24 “(A) how the applicant will ensure that
25 funds available under this title, and funds avail-

1 able for reading for grades kindergarten
2 through grade 6 from other appropriate
3 sources, are effectively coordinated and, where
4 appropriate, integrated, with funds under this
5 Act in order to improve existing activities in the
6 areas of reading instruction, professional devel-
7 opment, program improvement, parental in-
8 volvement, technical assistance, and other ac-
9 tivities that can help meet the purposes of this
10 title; and

11 “(B) the amount of funds available for
12 reading for grades kindergarten through grade
13 6 from appropriate sources other than this title,
14 including title I of this Act (except that such
15 description shall not be required to include
16 funds made available under part B of title I of
17 this Act unless the applicant has established a
18 contractual association in accordance with sub-
19 section (d)(2) with an eligible entity under such
20 part B), the Individuals with Disabilities Edu-
21 cation Act, and any other law providing Federal
22 financial assistance for professional develop-
23 ment for teachers of such grades who teach
24 reading, which will be used to help achieve the
25 purposes of this title;

1 “(5) shall describe the amount and nature of
2 funds from any other public or private sources, in-
3 cluding funds received under this Act and the Indi-
4 viduals with Disabilities Education Act, that will be
5 combined with funds received under the subgrant;

6 “(6) shall include an assurance that the appli-
7 cant—

8 “(A) will carry out family literacy pro-
9 grams based on the Even Start family literacy
10 model authorized under part B of title I to en-
11 able parents to be their child’s first and most
12 important teacher, will make payments for the
13 receipt of technical assistance for the develop-
14 ment of such programs;

15 “(B) will carry out programs to assist
16 those kindergarten students who are not ready
17 for the transition to 1st grade, particularly stu-
18 dents experiencing difficulty with reading skills;

19 “(C) will use supervised individuals (in-
20 cluding tutors), who have been appropriately
21 trained using reliable, replicable research on
22 reading, to provide additional support, before
23 school, after school, on weekends, during non-
24 instructional periods of the school day, or dur-
25 ing the summer, for students in grades 1

1 through 3 who are experiencing difficulty read-
2 ing; and

3 “(D) will carry out professional develop-
4 ment for the classroom teacher and other teach-
5 ing staff on the teaching of reading based on
6 reliable, replicable research on reading;

7 “(7) shall describe how the local educational
8 agency provides instruction in reading to children
9 who have not been determined to be a child with a
10 disability (as defined in section 602 of the Individ-
11 uals with Disabilities Education Act), pursuant to
12 section 614(b)(5) of such Act, because of a lack of
13 instruction in reading; and

14 “(8) shall indicate the amount of the subgrant
15 funds (if any) that the applicant will use to carry
16 out the duties described in section 15105(b)(2).

17 “(d) PRIORITY.—In approving applications under
18 this section, a reading and literacy partnership shall give
19 priority to applications submitted by applicants who dem-
20 onstrate that they have established—

21 “(1) a contractual association with 1 or more
22 Head Start programs under the Head Start Act
23 under which—

24 “(A) the Head Start programs agree to se-
25 lect the same model or models of reading in-

1 instruction, as a model for implementing and im-
2 proving the reading readiness of children par-
3 ticipating in the program, as was selected by
4 the applicant; and

5 “(B) the applicant agrees—

6 “(i) to share with the Head Start pro-
7 grams an appropriate amount of their in-
8 formation resources with respect to the
9 model, such as curricula materials; and

10 “(ii) to train personnel from the Head
11 Start programs;

12 “(2) a contractual association with 1 or more
13 State- or federally-funded preschool programs, or
14 family literacy programs, under which—

15 “(A) the programs agree to select the same
16 model or models of reading instruction, as a
17 model for implementing and improving reading
18 instruction in the program’s programs, as was
19 selected by the applicant; and

20 “(B) the applicant agrees to train person-
21 nel from the programs who work with children
22 and parents in schools selected under subsection
23 (a)(2); or

24 “(3) a contractual association with 1 or more
25 public libraries providing reading or literacy services

1 to preschool children, or preschool children and their
2 families, under which—

3 “(A) the libraries agree to select the same
4 model or models of reading instruction, as a
5 model for implementing and improving reading
6 instruction in the library’s reading or literacy
7 programs, as was selected by the applicant; and

8 “(B) the applicant agrees to train person-
9 nel, including volunteers, from such programs
10 who work with preschool children, or preschool
11 children and their families, in schools selected
12 under subsection (a)(2).

13 “(e) USE OF FUNDS.—

14 “(1) IN GENERAL.—Subject to paragraph (2),
15 an applicant who receives a subgrant under this sec-
16 tion may use the subgrant funds to carry out activi-
17 ties that are authorized by this title and described
18 in the subgrant application, including the following:

19 “(A) Making reasonable payments for
20 technical and other assistance to a person re-
21 sponsible for the development of a model of
22 reading instruction, or a person with experience
23 or expertise about such model and its imple-
24 mentation, who has agreed to work with the re-

1 ipient in connection with the implementation of
2 the model.

3 “(B) Carrying out a contractual agreement
4 described in subsection (d).

5 “(C) Professional development (including
6 training of volunteers), purchase of curricular
7 and other supporting materials, and technical
8 assistance.

9 “(D) Providing, on a voluntary basis,
10 training to parents of children enrolled in a
11 school selected under subsection (a)(2) on how
12 to help their children with school work, particu-
13 larly in the development of reading skills. Such
14 training may be provided directly by the
15 subgrant recipient, or through a grant or con-
16 tract with another person. Such training shall
17 be consistent with reading reforms taking place
18 in the school setting.

19 “(E) Carrying out family literacy programs
20 based on the Even Start family literacy model
21 authorized under part B of title I to enable par-
22 ents to be their child’s first and most important
23 teacher, and making payments for the receipt of
24 technical assistance for the development of such
25 programs.

1 “(F) Providing instruction for parents of
2 children enrolled in a school selected under sub-
3 section (a)(2), and others who volunteer to be
4 reading tutors for such children, in the instruc-
5 tional practices based on reliable, replicable re-
6 search on reading used by the applicant.

7 “(G) Programs to assist those kinder-
8 garten students enrolled in a school selected
9 under subsection (a)(2) who are not ready for
10 the transition to 1st grade, particularly stu-
11 dents experiencing difficulty with reading skills.

12 “(H) Providing additional support for stu-
13 dents, enrolled in a school selected under sub-
14 section (a)(2), in grades 1 through 3, who are
15 experiencing difficulty reading, before school,
16 after school, on weekends, during non-instruc-
17 tional periods of the school day, or during the
18 summer using supervised individuals (including
19 tutors), who have been appropriately trained
20 using reliable, replicable research on reading.

21 “(I) Carrying out the duties described in
22 section 15105(b)(2) for children enrolled in a
23 school selected under subsection (a)(2).

24 “(J) Providing reading assistance to chil-
25 dren who have not been determined to be a

1 child with a disability (as defined in section 602
 2 of the Individuals with Disabilities Education
 3 Act), pursuant to section 614(b)(5) of such Act,
 4 because of a lack of instruction in reading.

5 “(2) LIMITATION ON ADMINISTRATIVE EX-
 6 PENSES.—A recipient of a subgrant under this sec-
 7 tion may use not more than 3 percent of the
 8 subgrant funds for administrative costs.

9 “(f) TRAINING NON-RECIPIENTS.—A recipient of a
 10 subgrant under this section may train, on a fee-for-service
 11 basis, personnel are from schools, or local educational
 12 agencies, that are not receiving such a subgrant in the
 13 instructional practices based on reliable, replicable re-
 14 search on reading used by the recipient. Such a non-recipi-
 15 ent school may use funds received under title I of this Act,
 16 and other appropriate Federal funds used for reading in-
 17 struction, to pay for such training, to the extent consistent
 18 with the law under which such funds were received.

19 **“SEC. 15105. TUTORIAL ASSISTANCE SUBGRANTS.**

20 “(a) IN GENERAL.—

21 “(1) SUBGRANTS.—A reading and literacy part-
 22 nership that receives a grant under section 15103
 23 shall make subgrants on a competitive basis to—

1 “(A) local educational agencies that have
2 at least 1 school in the geographic area served
3 by the agency that—

4 “(i) is located in an area designated
5 as an empowerment zone under part I of
6 subchapter U of chapter 1 of the Internal
7 Revenue Code of 1986; or

8 “(ii) is located in an area designated
9 as an enterprise community under part I
10 of subchapter U of chapter 1 of the Inter-
11 nal Revenue Code of 1986; or

12 “(B) in the case of local educational agen-
13 cies that do not have any such empowerment
14 zone or enterprise community in the State in
15 which the agency is located, local educational
16 agencies that have at least 1 school that is iden-
17 tified for school improvement under section
18 1116(c) in the geographic area served by the
19 agency.

20 “(2) APPLICATIONS.—A local educational agen-
21 cy that desires to receive a subgrant under this sec-
22 tion shall submit an application to the reading and
23 literacy partnership at such time, in such manner,
24 and including such information as the partnership
25 may require. The application shall include an assur-

1 ance that the agency will use the subgrant funds to
2 carry out the duties described in subsection (b) for
3 children enrolled in 1 or more schools selected by the
4 agency and described in paragraph (1).

5 “(b) USE OF FUNDS.—

6 “(1) IN GENERAL.—A local educational agency
7 that receives a subgrant under this section shall
8 carry out, using the funds provided under the
9 subgrant, each of the duties described in paragraph
10 (2).

11 “(2) DUTIES.—The duties described in this
12 paragraph are the provision of tutorial assistance in
13 reading to children who have difficulty reading,
14 using instructional practices based on the principles
15 of reliable, replicable research, through the following:

16 “(A) The promulgation of a set of objective
17 criteria, pertaining to the ability of a tutorial
18 assistance provider successfully to provide tuto-
19 rial assistance in reading, that will be used to
20 determine in a uniform manner, at the begin-
21 ning of each school year, the eligibility of tuto-
22 rial assistance providers, subject to the succeed-
23 ing subparagraphs of this paragraph, to be in-
24 cluded on the list described in subparagraph

1 (B) (and thereby be eligible to enter into a con-
2 tract pursuant to subparagraph (F)).

3 “(B) The promulgation, maintenance, and
4 approval of a list of tutorial assistance provid-
5 ers eligible to enter into a contract pursuant to
6 subparagraph (F) who—

7 “(i) have established a record of effec-
8 tiveness with respect to reading readiness,
9 reading instruction for children in kinder-
10 garten through 3d grade, and early child-
11 hood literacy;

12 “(ii) are located in a geographic area
13 convenient to the school or schools at-
14 tended by the children who will be receiv-
15 ing tutorial assistance from the providers;
16 and

17 “(iii) are capable of providing tutoring
18 in reading to children who have difficulty
19 reading, using instructional practices based
20 on the principles of reliable, replicable re-
21 search and consistent with the instruc-
22 tional methods used by the school the child
23 attends.

24 “(C) The development of procedures: (i)
25 for the receipt of applications for tutorial assist-

1 ance, from parents who are seeking such assist-
2 ance for their child or children, that select a tu-
3 torial assistance provider from the list described
4 in subparagraph (B) with whom the child or
5 children will enroll, for tutoring in reading; and
6 (ii) for considering children for tutorial assist-
7 ance who are identified under subparagraph
8 (D) and for whom no application has been sub-
9 mitted, provided that such procedures are in ac-
10 cordance with this paragraph and give such
11 parents the right to select a tutorial assistance
12 provider from the list referred to in subpara-
13 graph (B), and shall permit a local educational
14 agency to recommend a tutorial assistance pro-
15 vider from the list under subparagraph (B) in
16 a case where a parent asks for assistance in the
17 making of such selection.

18 “(D) The development of a selection proc-
19 ess for providing tutorial assistance in accord-
20 ance with this paragraph that limits the provi-
21 sion of assistance to children identified, by the
22 school the child attends, as having difficulty
23 reading, including difficulty mastering essential
24 phonic, decoding, or vocabulary skills. In the
25 case of a child included in the selection process

1 for whom no application has been submitted by
2 a parent of the child, the child's eligibilty for
3 receipt of tutorial assistance shall be deter-
4 mined under the same procedures, timeframe,
5 and criteria for consideration as is used to de-
6 termine the eligibilty of a child whose parent
7 has submitted such an application. Such local
8 educational agency shall apply the provisions of
9 subparagraphs (F) and (G) to a tutorial assist-
10 ance provider selected for a child whose parent
11 has not submitted an application pursuant to
12 subparagraph (C)(i) in the same manner as the
13 provisions are applied to a provider selected in
14 an application submitted pursuant to subpara-
15 graph (C)(i).

16 “(E) The development of procedures for
17 selecting children to receive tutorial assistance,
18 to be used in cases where insufficient funds are
19 available to provide assistance with respect to
20 all children identified by a school under sub-
21 paragraph (D) that—

22 “(i) gives priority to children who are
23 determined, through State or local reading
24 assessments, to be most in need of tutorial
25 assistance; and

1 “(ii) gives priority, in cases where
2 children are determined, through State or
3 local reading assessments, to be equally in
4 need of tutorial assistance, based on a ran-
5 dom selection principle.

6 “(F) The development of a methodology by
7 which payments are made directly to tutorial
8 assistance providers who are identified and se-
9 lected pursuant to subparagraphs (C), (D), and
10 (E) that is selected for funding. Such methodol-
11 ogy shall include the making of a contract, con-
12 sistent with State and local law, between the tu-
13 torial assistance provider and the local edu-
14 cational agency carrying out this paragraph.
15 Such contract—

16 “(i) shall contain specific goals and
17 timetables with respect to the performance
18 of the tutorial assistance provider;

19 “(ii) shall require the tutorial assist-
20 ance provider to report to the parent and
21 the local educational agency on the provid-
22 er’s performance in meeting such goals and
23 timetables; and

24 “(iii) shall contain provisions with re-
25 spect to the making of payments to the tu-

1 torial assistance provider by the local edu-
2 cational agency.

3 “(G) The development of procedures under
4 which the local educational agency carrying out
5 this paragraph—

6 “(i) will ensure oversight of the qual-
7 ity and effectiveness of the tutorial assist-
8 ance provided by each tutorial assistance
9 provider that is selected for funding;

10 “(ii) will remove from the list under
11 subparagraph (B) ineffective and unsuc-
12 cessful providers (as determined by the
13 local educational agency based upon the
14 performance of the provider with respect to
15 the goals and timetables contained in the
16 contract between the agency and the pro-
17 vider under subparagraph (F));

18 “(iii) will provide to each parent of a
19 child identified under subparagraph (D)
20 who requests such information for the pur-
21 pose of selecting a tutorial assistance pro-
22 vider for the child, in a comprehensible for-
23 mat, information with respect to the qual-
24 ity and effectiveness of the tutorial assist-
25 ance referred to in clause (i); and

1 “(iv) will ensure that each school
2 identifying a child under subparagraph (D)
3 will provide upon request, to a parent of
4 the child, assistance in selecting, from
5 among the tutorial assistance providers
6 who are included on the list described in
7 subparagraph (B), the provider who is best
8 able to meet the needs of the child.

9 “(c) DEFINITION.— For the purposes of this section
10 the term ‘parent’ or ‘parents’ includes a legal guardian
11 or legal guardians of the child.

12 **“SEC. 15106. PROGRAM EVALUATION.**

13 “(a) IN GENERAL.—From funds reserved under sec-
14 tion 15109(b)(1), the Secretary shall conduct a national
15 assessment of the programs under this title. In developing
16 the criteria for the assessment, the Secretary shall receive
17 recommendations from the peer review panel convened
18 under section 15103(f).

19 “(b) SUBMISSION TO PEER REVIEW PANEL.—The
20 Secretary shall submit the findings from the assessment
21 under subsection (a) to the peer review panel convened
22 under section 15103(f).

23 **“SEC. 15107. INFORMATION DISSEMINATION.**

24 “(a) IN GENERAL.—From funds reserved under sec-
25 tion 15109(b)(2), the National Institute for Literacy shall

1 disseminate information on reliable, replicable research on
2 reading and information on subgrantee projects under sec-
3 tion 15104 or 15105 that have proven effective. At a mini-
4 mum, the institute shall disseminate such information to
5 all recipients of Federal financial assistance under titles
6 I and VII of this Act, the Head Start Act, the Individuals
7 with Disabilities Education Act, and the Adult Education
8 Act.

9 “(b) COORDINATION.—In carrying out this section,
10 the National Institute for Literacy—

11 “(1) shall use, to the extent practicable, infor-
12 mation networks developed and maintained through
13 other public and private persons, including the Sec-
14 retary, the National Center for Family Literacy, and
15 the Readline Program;

16 “(2) shall work in conjunction with any panel
17 convened by the National Institute of Child Health
18 and Human Development and the Secretary and any
19 panel convened by the Office of Educational Re-
20 search and Improvement to assess the current status
21 of research-based knowledge on reading develop-
22 ment, including the effectiveness of various ap-
23 proaches to teaching children to read, with respect
24 to determining the criteria by which the National In-
25 stitute for Literacy judges reliable, replicable re-

1 search and the design of strategies to disseminate
2 such information; and

3 “(3) shall assist any reading and literacy part-
4 nership selected to receive a grant under section
5 15103, and that requests such assistance—

6 “(A) in determining whether applications
7 for subgrants submitted to the partnership
8 meet the requirements of this title relating to
9 reliable, replicable research on reading; and

10 “(B) in the development of subgrant appli-
11 cation forms.

12 **“SEC. 15108. STATE EVALUATIONS.**

13 “(a) IN GENERAL.—Each reading and literacy part-
14 nership that receives a grant under this title shall reserve
15 not more than 2 percent of such grant funds for the pur-
16 pose of evaluating the success of the partnership’s sub-
17 grantees in meeting the purposes of this title. At a mini-
18 mum, the evaluation shall measure the extent to which
19 students who are the intended beneficiaries of the sub-
20 grants made by the partnership have improved their read-
21 ing.

22 “(b) CONTRACT.—A reading and literacy partnership
23 shall carry out the evaluation under this section by enter-
24 ing into a contract with an eligible research institution
25 under which the institution will perform the evaluation.

1 “(c) SUBMISSION.—A reading and literacy partner-
 2 ship shall submit the findings from the evaluation under
 3 this section to the Secretary and the peer review panel
 4 convened under section 15103(f). The Secretary and the
 5 peer review panel shall submit a summary of the findings
 6 from the evaluations under this subsection to the appro-
 7 priate committees of the Congress, including the Edu-
 8 cation and the Workforce Committee of the House of Rep-
 9 resentatives.

10 **“SEC. 15109. AUTHORIZATION OF APPROPRIATIONS; RES-**
 11 **ERVATIONS FROM APPROPRIATIONS; SUN-**
 12 **SET.**

13 “(a) AUTHORIZATION.—There are authorized to be
 14 appropriated to carry out this title \$260,000,000 for fiscal
 15 years 1998, 1999, and 2000.

16 “(b) RESERVATIONS.—From amount appropriated
 17 under subsection (a), the Secretary—

18 “(1) shall reserve 1.5 percent of the amount ap-
 19 propriated under subsection (a) for each fiscal year
 20 to carry out section 15106(a);

21 “(2) shall reserve \$5,075,000 to carry out sec-
 22 tions 15103(f)(2) and 15107, of which \$5,000,000
 23 shall be reserved for section 15107; and

24 “(3) shall reserve \$10,000,000 to carry out sec-
 25 tion 1202(c).

1 “(c) SUNSET.—Notwithstanding section 422(a) of
 2 the General Education Provisions Act, this title is re-
 3 pealed, effective September 30, 2000, and is not subject
 4 to extension under such section.”.

5 **TITLE II—AMENDMENTS TO**
 6 **EVEN START FAMILY LIT-**
 7 **ERACY PROGRAMS**

8 **SEC. 201. RESERVATION FOR GRANTS.**

9 Section 1202(c) of the Elementary and Secondary
 10 Education Act of 1965 (20 U.S.C. 6362(c)) is amended
 11 to read as follows:

12 “(c) RESERVATION FOR GRANTS.—

13 “(1) GRANTS AUTHORIZED.—From funds re-
 14 served under section 15109(b)(3), the Secretary
 15 shall award grants, on a competitive basis, to States
 16 to enable such States to plan and implement, state-
 17 wide family literacy initiatives to coordinate and in-
 18 tegrate existing Federal, State, and local literacy re-
 19 sources consistent with the purposes of this part.
 20 Such coordination and integration shall include
 21 funds available under the Adult Education Act,
 22 Head Start, this part, part A of this title, and part
 23 A of title IV of the Social Security Act.

24 “(2) CONSORTIA.—

1 “(A) ESTABLISHMENT.—To receive a
2 grant under this subsection, a State shall estab-
3 lish a consortium of State-level programs under
4 the following laws:

5 “(i) This title.

6 “(ii) The Head Start Act.

7 “(iii) The Adult Education Act.

8 “(iv) All other State-funded preschool
9 programs and programs providing literacy
10 services to adults.

11 “(B) PLAN.—To receive a grant under this
12 subsection, the consortium established by a
13 State shall create a plan to use a portion of the
14 State’s resources, derived from the programs
15 referred to in subparagraph (A), to strengthen
16 and expand family literacy services in such
17 State.

18 “(C) COORDINATION WITH TITLE XV.—
19 The consortium shall coordinate its activities
20 with the activities of the reading and literacy
21 partnership for the State established under sec-
22 tion 15103, if the State receives a grant under
23 such section.

24 “(3) READING INSTRUCTION.—Statewide family
25 literacy initiatives implemented under this subsection

1 shall base reading instruction on reliable, replicable
2 research on reading (as such terms are defined in
3 section 15102).

4 “(4) TECHNICAL ASSISTANCE.—The Secretary
5 shall provide, directly or through a grant or contract
6 with an organization with experience in the develop-
7 ment and operation of successful family literacy
8 services, technical assistance to States receiving a
9 grant under this subsection.

10 “(5) MATCHING REQUIREMENT.—The Sec-
11 retary shall not make a grant to a State under this
12 subsection unless the State agrees that, with respect
13 to the costs to be incurred by the eligible consortium
14 in carrying out the activities for which the grant was
15 awarded, the State will make available non-Federal
16 contributions in an amount equal to not less than
17 the Federal funds provided under the grant.”.

18 **SEC. 202. DEFINITIONS.**

19 Section 1202(e) of the Elementary and Secondary
20 Education Act of 1965 (20 U.S.C. 6362(e)) is amended—

21 (1) by redesignating paragraphs (3) and (4) as
22 paragraphs (4) and (5), respectively; and

23 (2) by inserting after paragraph (2) the follow-
24 ing:

1 “(3) the term ‘family literacy services’ means
2 services provided to participants on a voluntary basis
3 that are of sufficient intensity in terms of hours,
4 and of sufficient duration, to make sustainable
5 changes in a family (such as eliminating or reducing
6 welfare dependency) and that integrate all of the fol-
7 lowing activities:

8 “(A) Interactive literacy activities between
9 parents and their children.

10 “(B) Equipping parents to partner with
11 their children in learning.

12 “(C) Parent literacy training, including
13 training that contributes to economic self-suffi-
14 ciency.

15 “(D) Appropriate instruction for children
16 of parents receiving parent literacy services.”.

17 **SEC. 203. EVALUATION.**

18 Section 1209 of the Elementary and Secondary Edu-
19 cation Act of 1965 (20 U.S.C. 6369) is amended—

20 (1) in paragraph (1), by striking “and” at the
21 end;

22 (2) in paragraph (2), by striking the period at
23 the end and inserting “; and”; and

24 (3) by adding at the end the following:

1 “(3) to provide States and eligible entities re-
 2 ceiving a subgrant under this part, directly or
 3 through a grant or contract with an organization
 4 with experience in the development and operation of
 5 successful family literacy services, technical assist-
 6 ance to ensure local evaluations undertaken under
 7 section 1205(10) provide accurate information on
 8 the effectiveness of programs assisted under this
 9 part.”.

10 **SEC. 204. INDICATORS OF PROGRAM QUALITY.**

11 (a) IN GENERAL.—The Elementary and Secondary
 12 Education Act of 1965 is amended—

13 (1) by redesignating section 1210 as section
 14 1212; and

15 (2) by inserting after section 1209 the follow-
 16 ing:

17 **“SEC. 1210. INDICATORS OF PROGRAM QUALITY.**

18 “Each State receiving funds under this part shall de-
 19 velop, based on the best available research and evaluation
 20 data, indicators of program quality for programs assisted
 21 under this part. Such indicators shall be used to monitor,
 22 evaluate, and improve such programs within the State.
 23 Such indicators shall include the following:

24 “(1) With respect to eligible participants in a
 25 program who are adults—

1 “(A) achievement in the areas of reading,
2 writing, English language acquisition, problem
3 solving, and numeracy;

4 “(B) receipt of a high school diploma or a
5 general equivalency diploma;

6 “(C) entry into a postsecondary school, job
7 retraining program, or employment or career
8 advancement, including the military; and

9 “(D) such other indicators as the State
10 may develop.

11 “(2) With respect to eligible participants in a
12 program who are children—

13 “(A) improvement in ability to read on
14 grade level or reading readiness;

15 “(B) school attendance;

16 “(C) grade retention and promotion; and

17 “(D) such other indicators as the State
18 may develop.”.

19 (b) STATE LEVEL ACTIVITIES.—Section 1203(a) of
20 the Elementary and Secondary Education Act of 1965 (20
21 U.S.C. 6363(a)) is amended—

22 (1) in paragraph (1), by striking “and” at the
23 end;

24 (2) in paragraph (2), by striking the period at
25 the end and inserting “; and”; and

1 (3) by adding at the end the following:

2 “(3) carrying out section 1210.”.

3 (c) AWARD OF SUBGRANTS.—Paragraphs (3) and (4)
4 of section 1208(b) of the Elementary and Secondary Edu-
5 cation Act of 1965 (20 U.S.C. 6368) are amended to read
6 as follows:

7 “(3) CONTINUING ELIGIBILITY.—In awarding
8 subgrant funds to continue a program under this
9 part for the second, third, or fourth year, the State
10 educational agency shall evaluate the program based
11 on the indicators of program quality developed by
12 the State under section 1210. Such evaluation shall
13 take place after the conclusion of the startup period,
14 if any.

15 “(4) INSUFFICIENT PROGRESS.—The State
16 educational agency may refuse to award subgrant
17 funds if such agency finds that the eligible entity
18 has not sufficiently improved the performance of the
19 program, as evaluated based on the indicators of
20 program quality developed by the State under sec-
21 tion 1210, after—

22 “(A) providing technical assistance to the
23 eligible entity; and

24 “(B) affording the eligible entity notice
25 and an opportunity for a hearing.”.

1 **SEC. 205. RESEARCH.**

2 The Elementary and Secondary Education Act of
3 1965, as amended by section 204 of this Act, is further
4 amended by inserting after section 1210 the following:

5 **“SEC. 1211. RESEARCH.**

6 “(a) IN GENERAL.—The Secretary shall carry out,
7 through grant or contract, research into the components
8 of successful family literacy services, to use—

9 “(1) to improve the quality of existing pro-
10 grams assisted under this part or other family lit-
11 eracy programs carried out under this Act or the
12 Adult Education Act; and

13 “(2) to develop models for new programs to be
14 carried out under this Act or the Adult Education
15 Act.

16 “(b) DISSEMINATION.—The National Institute for
17 Literacy shall disseminate, pursuant to section 15107, the
18 results of the research described in subsection (a) to
19 States and recipients of subgrants under this part.”.

20 **TITLE III—FUNDS FOR FEDERAL**
21 **WORK-STUDY PROGRAMS**

22 **SEC. 301. USE OF WORK-STUDY FUNDS FOR TUTORING AND**
23 **LITERACY.**

24 Section 443 of the Higher Education Act of 1965 (42
25 U.S.C. 2753) is amended—

26 (1) in subsection (b)(2)—

1 (A) by striking “and” at the end of sub-
2 paragraph (A)

3 (B) by redesignating subparagraph (B) as
4 subparagraph (C); and

5 (C) by inserting after subparagraph (A)
6 the following new subparagraph:

7 “(B) in academic year 1998 and succeed-
8 ing academic years, an institution shall use at
9 least 2 percent of the total amount of funds
10 granted to such institution under this section
11 for such academic year in accordance with sub-
12 section (d); and”;

13 (2) by adding at the end the following new sub-
14 section:

15 “(d) TUTORING AND LITERACY ACTIVITIES.—

16 “(1) USE OF FUNDS.—In any academic year to
17 which subsection (b)(2)(B) applies, an institution
18 shall use the amount required to be used in accord-
19 ance with this subsection to compensate (including
20 compensation for time spent in directly related train-
21 ing and travel) students—

22 “(A) employed as a reading tutor for chil-
23 dren who are in preschool through elementary
24 school; or

25 “(B) employed in family literacy projects.

1 “(2) PRIORITY FOR SCHOOLS.—An institution
2 shall—

3 “(A) give priority, in using such funds, to
4 the employment of students in the provision of
5 tutoring services in schools that—

6 “(i) are identified for school improve-
7 ment under section 1116(c) of the Elemen-
8 tary and Secondary Education Act of
9 1965; or

10 “(ii) are selected by a local edu-
11 cational agency under section 15104(a)(2)
12 of such Act; and

13 “(B) ensure that any student compensated
14 with such funds who is employed in a school se-
15 lected under section 15104(a)(2) of the Ele-
16 mentary and Secondary Education Act of 1965
17 is trained in the instructional practices based
18 on reliable, replicable research on reading used
19 by the school pursuant to such section 15104.

20 “(3) FEDERAL SHARE.—The Federal share of
21 the compensation of work study students com-
22 pensated under this subsection may exceed 75 per-
23 cent.

24 “(4) WAIVER.—The Secretary may waive the
25 requirements of this subsection if the Secretary de-

1 termines that enforcing such requirements would
2 cause a hardship for students at the institution.

3 “(5) RETURN OF FUNDS.—Any institution that
4 does not use the amount required under this sub-
5 section, and that does not request and receive a
6 waiver from the Secretary under paragraph (4),
7 shall return to the Secretary, at such time as the
8 Secretary may require for reallocation under para-
9 graph (6), any balance of such amount that is not
10 used as so required.

11 “(6) REALLOCATION.—The Secretary shall
12 reallot any amounts returned pursuant to paragraph
13 (5) among institutions that used at least 4 percent
14 of the total amount of funds granted to such institu-
15 tion under this section to compensate students em-
16 ployed in tutoring and literacy activities in the pre-
17 ceding academic year. Such funds shall be reallotted
18 among such institutions on the same basis as excess
19 eligible amounts are allocated to institutions pursu-
20 ant to section 442(c). Funds received by institutions
21 pursuant to this paragraph shall be used in the
22 same manner as amounts required to be used in ac-
23 cordance with this subsection.”.

TITLE IV—REPEALS

SEC. 401. REPEAL OF CERTAIN UNFUNDED EDUCATION PROGRAMS.

(a) ADULT EDUCATION ACT.—The following provisions are repealed:

(1) BUSINESS, INDUSTRY, LABOR, AND EDUCATION PARTNERSHIPS FOR WORKPLACE LITERACY.—Section 371 of the Adult Education Act (20 U.S.C. 1211).

(2) ENGLISH LITERACY GRANTS.—Section 372 of the Adult Education Act (20 U.S.C. 1211a).

(3) EDUCATION PROGRAMS FOR COMMERCIAL DRIVERS.—Section 373 of the Adult Education Act (20 U.S.C. 1211b).

(4) ADULT LITERACY VOLUNTEER TRAINING.—Section 382 of the Adult Education Act (20 U.S.C. 1213a).

(b) CARL D. PERKINS VOCATIONAL AND APPLIED TECHNOLOGY EDUCATION ACT.—The following provisions are repealed:

(1) BUSINESS-LABOR-EDUCATION PARTNERSHIP FOR TRAINING.—Part D of title III of the Carl D. Perkins Vocational and Applied Technology Education Act (20 U.S.C. 2391 et seq.).

1 (2) SUPPLEMENTARY STATE GRANTS FOR FA-
2 CILITIES AND EQUIPMENT AND OTHER PROGRAM IM-
3 PROVEMENT ACTIVITIES.—Part F of title III of the
4 Carl D. Perkins Vocational and Applied Technology
5 Education Act (20 U.S.C. 2395 et seq.).

6 (3) COMMUNITY EDUCATION EMPLOYMENT
7 CENTERS AND VOCATIONAL EDUCATION LIGHT-
8 HOUSE SCHOOLS.—Part G of title III of the Carl D.
9 Perkins Vocational and Applied Technology Edu-
10 cation Act (20 U.S.C. 2396 et seq.).

11 (4) DEMONSTRATION PROGRAMS.—Part B of
12 title IV of the Carl D. Perkins Vocational and Ap-
13 plied Technology Education Act (20 U.S.C. 2411 et
14 seq.).

15 (5) CERTAIN BILINGUAL PROGRAMS.—Sub-
16 sections (b) and (c) of section 441 of the Carl D.
17 Perkins Vocational and Applied Technology Edu-
18 cation Act (20 U.S.C. 2441).

19 (c) COMMUNITY SCHOOL PARTNERSHIPS.—The
20 Community School Partnership Act (contained in part B
21 of title V of the Improving America's Schools Act of 1994
22 (20 U.S.C. 1070 note) is repealed.

23 (d) EDUCATIONAL RESEARCH, DEVELOPMENT, DIS-
24 SEMINATION, AND IMPROVEMENT ACT OF 1994.—Section
25 941(j) of the Educational Research, Development, Dis-

1 semination, and Improvement Act of 1994 (20 U.S.C.
2 6041(j)) is repealed.

3 (e) ELEMENTARY AND SECONDARY EDUCATION ACT
4 OF 1965.—The following provisions are repealed:

5 (1) INNOVATIVE ELEMENTARY SCHOOL TRANSI-
6 TION PROJECTS.—Section 1503 of the Elementary
7 and Secondary Education Act of 1965 (20 U.S.C.
8 6493).

9 (2) SCHOOL DROPOUT ASSISTANCE.—Part C of
10 title V of the Elementary and Secondary Education
11 Act of 1965 (20 U.S.C. 7261 et seq.).

12 (3) IMPACT AID PROGRAM.—Section 8006 of
13 the Elementary and Secondary Education Act of
14 1965 (20 U.S.C. 7706) is repealed.

15 (4) SPECIAL PROGRAMS AND PROJECTS TO IM-
16 PROVE EDUCATIONAL OPPORTUNITIES FOR INDIAN
17 CHILDREN.—Subpart 2 of part A of title IX of the
18 Elementary and Secondary Education Act of 1965
19 (20 U.S.C. 7831 et seq.).

20 (5) SPECIAL PROGRAMS RELATING TO ADULT
21 EDUCATION FOR INDIANS.—Subpart 3 of part A of
22 title IX of the Elementary and Secondary Education
23 Act of 1965 (20 U.S.C. 7851 et seq.).

1 (6) FEDERAL ADMINISTRATION.—Subpart 5 of
2 part A of title IX of the Elementary and Secondary
3 Education Act of 1965 (20 U.S.C. 7871 et seq.).

4 (7) AUTHORIZATION OF APPROPRIATIONS.—
5 Section 9162(c) of the Elementary and Secondary
6 Education Act of 1965 (20 U.S.C. 7882(c)).

7 (8) DE LUGO TERRITORIAL EDUCATION IM-
8 PROVEMENT PROGRAM.—Part H of title X of the El-
9 ementary and Secondary Education Act of 1965 (20
10 U.S.C. 8221 et seq.).

11 (9) EXTENDED TIME FOR LEARNING AND
12 LONGER SCHOOL YEAR.—Part L of title X of the El-
13 ementary and Secondary Education Act of 1965 (20
14 U.S.C. 8351).

15 (10) TERRITORIAL ASSISTANCE.—Part M of
16 title X of the Elementary and Secondary Education
17 Act of 1965 (20 U.S.C. 8371).

18 (f) FAMILY AND COMMUNITY ENDEAVOR
19 SCHOOLS.—The Family and Community Endeavor
20 Schools Act (42 U.S.C. 13792) is repealed.

21 (g) GOALS 2000: EDUCATE AMERICA ACT.—Sub-
22 sections (b) and (d)(1) of section 601 of the Goals 2000:
23 Educate America Act (20 U.S.C. 5951) are repealed.

24 (h) HIGHER EDUCATION ACT OF 1965.—The follow-
25 ing provisions are repealed:

1 (1) STATE AND LOCAL PROGRAMS FOR TEACH-
2 ER EXCELLENCE.—Part A of title V of the Higher
3 Education Act of 1965 (20 U.S.C. 1102 et seq.).

4 (2) NATIONAL TEACHER ACADEMIES.—Part B
5 of title V of the Higher Education Act of 1965 (20
6 U.S.C. 1103 et seq.).

7 (3) CLASS SIZE DEMONSTRATION GRANT.—Sub-
8 part 3 of part D of title V of the Higher Education
9 Act of 1965 (20 U.S.C. 1109 et seq.).

10 (4) MIDDLE SCHOOL TEACHING DEMONSTRA-
11 TION PROGRAMS.—Subpart 4 of part D of title V of
12 the Higher Education Act of 1965 (20 U.S.C. 1110
13 et seq.).

14 (5) SMALL STATE TEACHING INITIATIVE.—Sub-
15 part 3 of part F of title V of the Higher Education
16 Act of 1965 (20 U.S.C. 1115).

17 (6) EARLY CHILDHOOD EDUCATION TRAIN-
18 ING.—Subpart 5 of part F of title V of the Higher
19 Education Act of 1965 (20 U.S.C. 1117 et seq.).

20 (7) GRANTS TO STATES FOR WORKPLACE AND
21 COMMUNITY TRANSITION TRAINING FOR INCARCER-
22 ATED YOUTH OFFENDERS.—Part E of title X of the
23 Higher Education Act of 1965 (20 U.S.C. 1135g).

1 (i) HIGHER EDUCATION AMENDMENTS OF 1992.—
2 Part E of title XV of the Higher Education Amendments
3 of 1992 (20 U.S.C. 1070 note) is repealed.

4 (j) REHABILITATION ACT OF 1973.—The following
5 provisions are repealed:

6 (1) CAREER ADVANCEMENT TRAINING CONSOR-
7 TIA.—Subsection (e) of section 302 of such Act (29
8 U.S.C. 771a(e)).

9 (2) VOCATIONAL REHABILITATION SERVICES
10 FOR INDIVIDUALS WITH DISABILITIES.—Section 303
11 of such Act (29 U.S.C. 772).

12 (3) LOAN GUARANTEES FOR COMMUNITY REHA-
13 BILITATION PROGRAMS.—Section 304 of such Act
14 (29 U.S.C. 773).

15 (4) COMPREHENSIVE REHABILITATION CEN-
16 TERS.—Section 305 of such Act (29 U.S.C. 775).

17 (5) SPECIAL DEMONSTRATION PROGRAMS.—
18 Subsections (b) and (e) of section 311 of such Act
19 (29 U.S.C. 777a(b) and (e)).

20 (6) READER SERVICES FOR INDIVIDUALS WHO
21 ARE BLIND.—Section 314 of such Act (29 U.S.C.
22 777d).

23 (7) INTERPRETER SERVICES FOR INDIVIDUALS
24 WHO ARE DEAF.—Section 315 of such Act (29
25 U.S.C. 777e).

1 (8) COMMUNITY SERVICE EMPLOYMENT PILOT
2 PROGRAMS FOR INDIVIDUALS WITH DISABILITIES.—
3 Section 611 of such Act (29 U.S.C. 795).

4 (9) BUSINESS OPPORTUNITIES FOR INDIVID-
5 UALS WITH DISABILITIES.—Part D of title VI of the
6 Rehabilitation Act of 1973 (29 U.S.C. 795r).

7 (10) CERTAIN DEMONSTRATION ACTIVITIES.—

8 (A) TRANSPORTATION SERVICES
9 GRANTS.—Subsection (a) of section 802 of such
10 Act (29 U.S.C. 797a(a)).

11 (B) PROJECTS TO ACHIEVE HIGH QUALITY
12 PLACEMENTS.—Subsection (b) of section 802 of
13 such Act (29 U.S.C. 797a(b)).

14 (C) EARLY INTERVENTION DEMONSTRA-
15 TION PROJECTS.—Subsection (c) of section 802
16 of such Act (29 U.S.C. 797a(c)).

17 (D) TRANSITION DEMONSTRATION
18 PROJECTS.—Subsection (d) of section 802 of
19 such Act (29 U.S.C. 797a(d)).

20 (E) BARRIERS TO SUCCESSFUL REHABILI-
21 TATION OUTCOMES FOR MINORITIES.—Sub-
22 section (e) of section 802 of such Act (29
23 U.S.C. 797a(e)).

24 (F) STUDIES, SPECIAL PROJECTS, AND
25 DEMONSTRATION PROJECTS TO STUDY MAN-

1 AGEMENT AND SERVICE DELIVERY.—Subsection
2 (f) of section 802 of such Act (29 U.S.C.
3 797a(f)).

4 (G) NATIONAL COMMISSION ON REHABILI-
5 TATION SERVICES.—Subsection (h) of section
6 802 of such Act (29 U.S.C. 797a(h)).

7 (H) MODEL PERSONAL ASSISTANCE SERV-
8 ICES SYSTEMS.—Subsection (i) of section 802
9 of such Act (29 U.S.C. 797a(i)).

10 (I) DEMONSTRATION PROJECTS TO UP-
11 GRADE WORKER SKILLS.—Subsection (j) of sec-
12 tion 802 of such Act (29 U.S.C. 797a(j)).

13 (J) MODEL SYSTEMS REGARDING SEVERE
14 DISABILITIES.—Subsection (k) of section 802 of
15 such Act (29 U.S.C. 797a(k)).

16 (11) CERTAIN TRAINING ACTIVITIES.—

17 (A) DISTANCE LEARNING THROUGH TELE-
18 COMMUNICATIONS.—Subsection (a) of section
19 803 of such Act (29 U.S.C. 797b(a)).

20 (B) TRAINING REGARDING IMPARTIAL
21 HEARING OFFICERS.—Subsection (d) of section
22 803 of such Act (29 U.S.C. 797b(d)).

23 (C) RECRUITMENT AND RETENTION OF
24 URBAN PERSONNEL.—Subsection (e) of section
25 803 of such Act (29 U.S.C. 797b(e)).

1 (k) STEWART B. MCKINNEY HOMELESS ASSISTANCE
2 ACT.—Subtitle A of title VII of the Stewart B. McKinney
3 Homeless Assistance Act (42 U.S.C. 11421 et seq.) is re-
4 pealed.

5 (l) TECHNOLOGY-RELATED ASSISTANCE FOR INDI-
6 VIDUALS WITH DISABILITIES ACT OF 1988.—Subtitle B
7 of title II of the Technology-Related Assistance for Indi-
8 viduals With Disabilities Act of 1988 (29 U.S.C. 2241 et
9 seq.) is repealed.

10 (m) NATIONAL LITERACY ACT OF 1991.—Section
11 304 of the National Literacy Act of 1991 (20 U.S.C.
12 1213c note) is repealed.

13 (n) AUTHORIZATION OF APPROPRIATIONS FOR IN-
14 DIAN EDUCATION.—Section 9162(b) of the Elementary
15 and Secondary Education Act of 1965 (20 U.S.C.
16 7882(b)) is amended to read as follows:

17 “(b) SUBPART 4.—For the purpose of carrying out
18 subpart 4 of this part, there are authorized to be appro-
19 priated to the Department of Education such sums as may

1 be necessary for fiscal year 1995 and each of the four suc-
 2 ceeding fiscal years.”.

Passed the House of Representatives November 8,
 1997.

Attest:

ROBIN H. CARLE,
Clerk.

By RAY STRONG,
Assistant to the Clerk.